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SOCIAL STUDIES

grades 5 and 6

EDUCATIONAL TELEVISION SERIES 1967-68

Educational Television Branch
ONTARIO DEPARTMENT OF EDUCATION
1670 Bayview Avenue/Toronto 17

program schedule

SOCIAL STUDIES
junior

5 programs of 30 minutes

PROGRAM NO.	CBC 9:30	CBC REPEAT 10:00	CBOT 9:30	CHCH 9:30	CJOH CJSS 9:30
1	Oct. 24	Oct. 25	Oct. 27	Oct. 25	Oct. 18
2	Oct. 31	Nov. 1	Nov. 3	Nov. 1	Oct. 25
3	Nov. 7	Nov. 8	Nov. 17	Nov. 8	Nov. 1
4	Nov. 14	Nov. 15	Nov. 24	Nov. 15	Nov. 8
5	Nov. 21	Nov. 22	Dec. 1	Nov. 22	Nov. 15

cover photograph courtesy Ontario Department of Tourism and Information

SOCIAL STUDIES—

A series of 5 programs for students in grades 5 & 6

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general introduction

The theme of these programs is *Understanding Our Government*, written to coincide with the November-December municipal election campaigns. This series will deal mainly with government at a local and a neighbourhood level; the last two programs introduce provincial and federal government and relate back to the local or municipal scene.

There are three main purposes underlying this series on government. These aims have been emphasized so that the children will gain a better understanding of the purpose and functions of our government rather than of its form.

First: the series tries to establish the concept that government is made up of elected representatives who make decisions and laws that benefit the majority; and that we, as citizens, have responsibilities to ensure that good government is maintained. The series will show a group of children trying to organize a puppet club and the problems which they encounter. The pupils viewing the program will be able to identify with the children on the television screen and will become involved in predicting, analyzing and criticizing the rules and decisions which make a good club or a good government.

Second: government provides services to the community. In the series, the children will be made aware that such things as education, parks and recreation, and police protection are government services from which we reap many benefits.

Third: the series intends to establish the concept that we must work together to benefit the whole, showing that the three levels of government —municipal, provincial, and federal—are inter dependent. Such examples as currency, communications and natural resources are used to illustrate how these services affect the country and the people as a whole.

program one

THE NEED FOR RULES

The purpose of this program is to illustrate that rules are necessary to help people work and play together in harmony and also to show that there are times when rules must be adjusted.

PROGRAM CONTENT

The program opens with a shot of a busy intersection which has no traffic lights or a policeman on duty. The traffic is snarled, and Janet, Bill and "Chubby", who are leading characters in the series, are attempting with some difficulty to cross the street. A number of scenes follow which deal with the same problem: the consequences of a lack of order; a football game without a referee; a swimming pool without a lifeguard; a library without a librarian; a dormitory without supervision.

The above scenes are then replayed, but with the difference that this time there is order because of supervision and agreement about basic rules.

The program continues by dramatizing the need for cooperation as the children plan a group-outing to Lake Ontario. Rules and guidelines for the outing are agreed upon by the children, but during the outing it becomes evident that Janet has decided that the rules need not be followed. As a consequence, a problem develops and "Chubby's" father, who has supervised the outing, becomes angry.

The narrator ends the program by asking some questions of the television audience.

—How do rules help us?

—Why do we need referees?

—Do rules spoil the fun?

—Why are compromises sometimes helpful?

POINTS OF EMPHASIS

—lack of order results in confusion

—rules and regulations assist us

—cooperation is essential to the success of group efforts

SUGGESTED PRE-VIEWING ACTIVITIES

a. The children should know that the first program deals with a need for rules. Discuss and list some of the rules which affect the children at school, in the home and in the community.

b. Determine whether all rules are good and if not, how we can change them.

c. Discuss the term, compromise, and discover if adjusting a rule is helpful or not.

SUGGESTED POST-VIEWING ACTIVITIES

a. Expand the list of rules and find rules or laws that affect the *whole* community.

b. Discover who makes these laws and what part the citizens play in the making of these rules.

c. In the program, "Chubby" was chosen as chairman of the meeting. Through discussion have the class determine whether "Chubby" was a wise choice.

program two

HOW TO ORGANIZE

The purpose of this second program is to illustrate that when a group of people share common needs and interests, some kind of organization or ground rules are necessary to help them work, play or live together happily. Emphasis is placed on the basic skills and activities which are necessary to make any organization a cohesive, functioning body.

PROGRAM CONTENT

Following a brief review of the points of emphasis of the previous program, the opening scenes show Janet, Bill and "Chubby" wondering what to do with themselves on a rainy Saturday. Another boy, Tom, joins the group. He has brought his marionettes, which create a great deal of interest among the children. They decide that they would like to construct some puppets and stage a puppet show.

It becomes apparent that such an undertaking will involve a number of people and that some type of organization will be necessary. They decide to form a puppet club and, in so, doing are faced with the following problems:

—club rules or a constitution
—meeting place (the idea of compromise is encountered here)
—subdividing into smaller groups
—choosing group leaders (one group chooses immediately while another decides to have an election campaign)

Again some questions are put to the audience by the narrator:
—Why does a good leader delegate responsibility?
—Why is an election campaign helpful in choosing a leader?

POINTS OF EMPHASIS

—the necessity for organization when a group of people decide to pursue a common interest

—the concept of compromise

—the need for leadership

SUGGESTED PRE-VIEWING ACTIVITIES

The children should know that this program will show the same group of children seen on program one organizing a puppet club. The purposes for watching might be clarified by posing questions like this:

a. Why did the children decide to form a club?
b. What rules enabled the club to function smoothly?
c. How did they share the work?
d. What compromises did they make?
e. What are some good ways to help in making decisions?

SUGGESTED POST-VIEWING ACTIVITIES

a. Discuss the questions which were raised previously.

b. Perhaps the children could organize a club of their own in the class.

They could then outline their purposes and draw up a set of rules or a constitution for their club.

program three

CHOOSING GOOD LEADERS

This program is intended to make children more aware of the need to choose leaders or representatives wisely. Several ways of campaigning are illustrated so that the children can see and judge how a good platform may be presented to the voters.

PROGRAM CONTENT

This program deals with the election campaign for the position of chairman of the marionette group. Harry, Bill and Carl have each been nominated. Harry decides to base his campaign on "friendship", while Bill centres his on "personality". Carl feels that a campaign should be based on more than friends and personality and plans a program of action which he would attempt to institute if he were elected.

The program closes with some questions being posed by the narrator:

—For whom should you vote?

—Why?

—What factors should influence your vote?

POINTS OF EMPHASIS

—reasons for an election campaign

—basis of a good election campaign

SUGGESTED PRE-VIEWING ACTIVITIES

a. The children will see a recap of program two where the club became unwieldy and broke up into smaller groups. Perhaps the class can predict what will happen next.

b. Discuss the term *campaign* and talk about several ways in which a campaign could be carried out.

c. Through discussions identify some attributes of a good leader to find out how his views differ or coincide with those illustrated by the children in their campaigns.

SUGGESTED POST-VIEWING ACTIVITIES

a. The children may want to nominate leaders and campaign for them for their classroom club.

b. If elections are being held in the community, have the children follow the campaigns closely and discuss the pros and cons of each nominee's platform.

program four

SEEING GOVERNMENT AT WORK

The purposes of this program are to review briefly the ways in which a leader is chosen; to emphasize correct voting procedures to ensure that the rights and freedoms of the electors are protected; to show how the elected representatives make laws and decisions which benefit a group or a community and to show some of the services that government provides.

PROGRAM CONTENT

The first part of this program deals with election procedures; the secret ballot, scrutineers, etc. Carl wins the election by a "landslide." The remainder of the program considers the function of government and some of the services that are provided by governments. There are scenes illustrating traffic control, a presentation of a municipal petition, sanitation services, recreation facilities, police protection, fire protection, employment services, hospitals, snow removal.

POINTS OF EMPHASIS

—ways of ensuring a secret ballot

—reasons for the secret ballot

—responsibilities of government in making decisions, making and carrying out laws and providing services.

SUGGESTED PRE-VIEWING ACTIVITIES

a. Review and compare the three campaigns in program three and watch to see which candidate wins the election.

b. Discuss ways in which we can vote, for example, by a show of hands. Watch to see how the children on television decide on their method of voting and discuss their reasons for choosing this way.

c. Discuss the term "scrutineer" in reference to his purpose and function.

SUGGESTED POST-VIEWING ACTIVITIES

a. Set up a voting booth in the classroom and let the children act out the voting procedures they saw on the program.

b. List some of the duties and functions of the elected representatives in their community.

c. The children could compile and display a list of services in their own community.

program five

SHARING RESPONSIBILITIES

The purpose of this program is to show that government is made up of people who work together to look after the needs and problems of the people of Canada, and that some responsibilities are shared by all three levels of government.

PROGRAM CONTENT

The program opens with a brief review of the essential points of the first four programs. Following this review, the nature of our governmental organization is discussed and mention is made of the roles of the municipal, provincial and federal governments. There follows a series of scenes depicting some of the responsibilities of the various levels of government.

Federal —currency	*Provincial* —education	*Municipal* —roads
—defence	—highways	—water
—natural resources	—health & welfare	—sanitation
—communications		
—immigration		

The program discusses briefly some of the shared responsibilities such as justice, health and welfare, and natural resources. The program closes with a simple chart outlining the federal nature of our governmental organization.

POINTS OF EMPHASIS

Canada has three levels of government, each level having certain responsibilities.

SUGGESTED PRE-VIEWING ACTIVITIES

Since this is the fifth program in the series, the pupils may have developed sufficient interest in their own government to use some time before the last program for such activities as the following:

a. A talk about government in your community.

b. The children might wish to plan a trip to the municipal buildings, or the town hall in their community.

c. Have the children share and evaluate the information they gathered from the trip.

SUGGESTED POST-VIEWING ACTIVITIES

a. List services that are dependent upon the cooperation of at least two levels of government.

b. Discuss some of the problems common to all levels of government.

c. Make a chart showing the interaction of government at all three levels.

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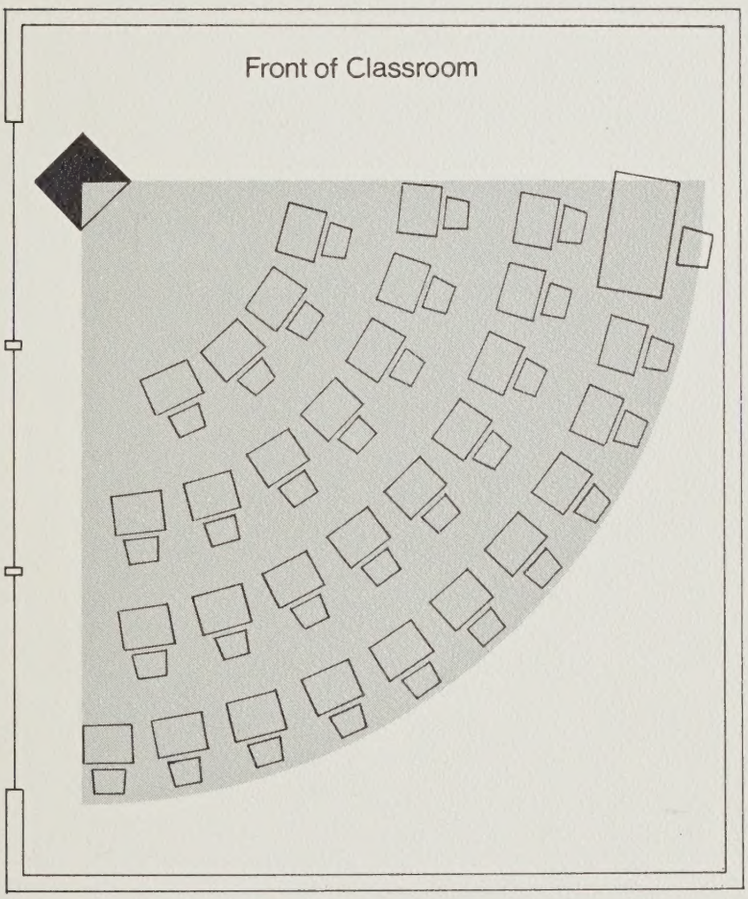
FOR OPTIMUM VIEWING CONDITIONS

1. Review Teacher's Guide well in advance of each telecast.

2. Have the set on and adjusted, sound off, prior to telecast.

3. Assure student comfort
   - — located for best viewing
   - — no glare, reflection on screen
   - — room properly ventilated
   - — suggested materials ready
   - — within maximum of 20′ of the screen

4. Seat yourself where you can observe both the telecast and your students' reactions.



This diagram shows the suggested placement of the television set: